R E P O R T R E S U M E S

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THE JUNIOR COLLEGE CURRICULUM.

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THE "JUNIOR COLLEGE CURRICULUM" COURSE AT UCLA IS DESIGNED AS A PART OF THE STUDIES BASIC TO A DOCTORAL PROGRAM AND AS PREPARATION FOR JUNIOR COLLEGE TEACHING. STUDENTS ARE EXPECTED TO LEARN (1) TO BUILD AND SUPERVISE COURSES WHICH FIT INTO THE TOTAL CURRICULAR PATTERN OF THE JUNIOR COLLEGE, AND (2) TO TRANSLATE THEIR COURSES TO THEIR STUDENTS IN SUCH A WAY THAT MAXIMUM LEARNING MAY BE EFFECTED. THE COURSE INCLUDES NINE UNITS, EACH WITH ITS OWN VALIDATION, GOALS AND OBJECTIVES, AND LIST OF MEDIA--(1) BUILDING THE COURSE, (2) THE JUNIOR COLLEGE FUNCTIONS, FACILITIES, AND STUDENTS, (3) THE JUNIOR COLLEGE CURRICULUM, (4) LEARNING, (5) GOALS AND OBJECTIVES, (6) CLASSIFYING OBJECTIVES, (7) TESTS AND ASSESSMENTS, (8) INSTRUCTIONAL DESIGNS AND MEDIA, AND (9) THE ASSESSMENT OF CURRICULUM AND INSTRUCTION. ALL GOALS AND OBJECTIVES ARE STATED IN BEHAVIORAL TERMS, AND METHODS OF EVALUATION ARE DESCRIBED IN TERMS OF PERFORMANCE LEVEL EXPECTED. THIS DOCUMENT IS THE COURSE SYLLABUS. (WO)

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THE JUNIOR COLLEGE CURRICULUM

Education 431

Graduate School of Education

University of California

Los Angeles

Arthur M. Cohen

Spring Quarter

1968

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UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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GENERAL INFORMATION

Title: THE JUNIOR COLLEGE CURRICULUM

Number: Education 431

Credit: Four graduate quarter units

Prerequisite: Graduate standing

Description: Trends, practices, problems, and issues in the development and implementation of junior college curricula and instructional procedures in relation to the functions of the two-year college and the characteristics of junior college students. This course is prerequisite to student teaching or teaching internship in the junior college.

INTRODUCTION

One of the major functions of the university is helping prepare people for service in professions. This is in accordance with its commitments to serve both students as individuals and society at large. Students gain professional training and the opportunity to enter rewarding forms of employment; society acquires skilled practitioners to carry on the necessary work of the community.

The U.C.L.A. education programs derive from these general functions of the university. The courses are designed for school and college instructors, counselors, and administrators, current or prospective, who must have certain skills and abilities in order to serve effectively in their respective positions.

The Junior College Curriculum was prepared especially for students wishing to gain:

(1) a portion of the studies basic to a doctoral program in the curriculum or higher education field.

(2) the prerequisite to student teaching or internship in the junior college.

The course's emphasis on instructional processes is due to the fact that junior colleges are primarily "teaching" institutions. All junior college personnel must, therefore, understand and be committed to student learning. At the conclusion

of this course, enrollees will be able to:

(1) build and supervise courses which fit into the total curricular pattern of the junior college.

(2) translate their courses to students in a manner that maximum desired learning may be effected.

Methods used in The Junior College Curriculum derive basically from principles of learning associated with cognitive theory.

NOTES ON THE COURSE

This course includes nine (9) units, each containing its own validation, set of objectives, and list of media.

The validation is a short statement which gives a rationale for the inclusion of the unit within the course.

The objectives are stated in terms of student behaviors with conditions and standards of performance specified. The number listed after each specific objective refers to the degree of accuracy which is considered adequate for minimal achievement of that objective. Unless otherwise stated, performance will be under usual examination conditions. Dates for assessment will be announced in class. Following is a sample objective:

> The student will write ten to fifty words in response to the question, "Why did you enroll in this course?"
>
> 100

The achievement of all objectives at the minimum standard of competence specified does not preclude the student's learning "higher order" concepts along the way. For example, it is hoped that students will become committed to the democratic ideal of education for each person to the level of his ability and that they will gain an appreciation for the dynamics of the junior college as an educational organization. The objectives

were built and the course was arranged with these and other similar general goals in mind. But for the purposes of The Junior College Curriculum these goals have been translated into specific student behaviors and are, in this syllabus, communicated to the student.

Media listed include readings, field trips, and audio-visual aids. During the time allotted for class meetings, the instructor may lecture or he may guide class discussions. He may invite guests or bring in visual aids which he finds to be of help to students. He will revise "content" of the course on request and as appropriate to lead students most efficiently to the fulfillment of the objectives specified.

Long Range Course Objectives

On being visited within one year of completing the course, ___ percent of the students who are teaching in a junior college shall state verbally the objectives toward which the observed activities are designed to lead. Stated objectives will meet criteria of task performance and conditions.

Of the students who enter junior college teaching within one year after completing the course, ___ percent will use a system of defined outcomes in their own courses. This will be represented by their having available and/or distributing to their students complete sets of specific measurable objectives.

Of the students who enter junior college teaching within

six months of completing the course, ___ percent will be given ratings by their supervisors superior to the average of beginning teachers in that junior college.

Of the students who supervise junior college instruction within one year of completing the course, ___ percent will incorporate some phase of "supervision by objectives" in their faculty evaluation schedules.

Marking:

The instructor expects no less than 90 percent of the students to reach the base criterion level specified in 80 percent of the objectives, and thus earn a "B" grade for the course. Those students who, in addition, construct well-planned courses (as specified in Unit I) will receive an "A".

GENERAL REFERENCES

Bibliographic Sources

California State Department of Education. A Bibliography of Selected Publications Related To Junior College Education. Sacramento: October 25, 1965. Annotated listing of journal articles.

College Teachers and College Teaching: An Annotated Bibliography, Southern Regional Education Board, 1957, 1959, 1962.

Gage, N. L. (ed.). Handbook of Research on Teaching. Chicago: Rand McNally & Co., 1963.

Texts

The student will find the following texts of value throughout the course:

LB 17 B62t v. 1
1. Bloom, Benjamin, et al. Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: David McKay and Co., 1956.

LB 1778 B81c
2. Brown, James, and James Thornton. College Teaching, New York: McGraw-Hill Book Co., Inc., 1963.

3. Cohen, Arthur M., and John J. Prihoda. The Junior College Curriculum: Selected Readings. New York: Associated Educational Services Corporation, 1967.

LB 1029 A85M27 1962
4. Mager, Robert F. Preparing Instructional Objectives. San Francisco: Fearon Publishers, 1963.

5. Wood, Dorothy. Test Construction. Columbus, Ohio: C. E. Merrill Books, 1960.

Other references are noted in the outline of each unit.

These books and other material pertinent to the curriculum of junior colleges are housed in two locations:

1. Curriculum Laboratory (Moore Hall 334)
2. Education-Psychology Library (third floor, Powell Library)

GLOSSARY

Assessment: the determination of ability, skill, or attitude.

Behavior: action; demonstrated ability, skill, or attitude.

Community: the locale from which the junior college draws its students and/or its support.

Community junior college: a junior college organized and supported publicly for the purpose of providing a wide variety of programs for a broad range of students.

Curriculum: any set of courses.

Goal: the general outcome toward which the student is directed.

Junior College: any educational institution offering courses for students beyond high school and through the first two years of college.

Medium. any person, device, or situation intended to help a student learn.

Note or Select: pick the correct choice from a given list of choices.

Objective: the specific ability, skill, or attitude which the student is expected to attain.

Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation are as defined in Bloom, Benjamin: Taxonomy of Educational Objectives. Handbook I: The Cognitive Domain. Thus, the words in the objectives carry the following meanings:

Know: be able to recall data.

Understand: comprehend, translate, explain in simple terms.

Apply: relate sets of data to formulae or principles in a manner to approach accurate solutions.

Analyze: break down into relevant, component parts; deduce.

Synthesize: combine into appropriate format; induce.

Evaluate: apply criteria in order to form judgment; determine worth.

Unit I

Building the Course

Carefully designed courses are essential to the process of curriculum. Within the course framework, the goals of the college become operable as learning is directed. Teacher-student interaction gains meaning when it is pointed toward particular ends.

Objectives

Goal: The student will design a complete course to be included in a junior college curriculum.

Objective: The student will prepare an outline for a course in his subject area (students planning to student teach will build this syllabus for the course in which they will do their student teaching). He will submit two copies, one of which will be returned. Consent and general format of the outline will be as follows:

SUGGESTED CONTENTS FOR A COURSE OUTLINE

I. Title Page.

A. Catalogue number and title of course.

B. Name of instructor preparing outline.

C. Name of college.

D. Date of preparation.

II. Course Description. This should include:

A. Curricular placement: (Transfer, terminal--to what specific curriculum is the assigned).

B. Time assignment: Hours per week, lecture, laboratory, or activity.

C. Description of student population (estimate).

1. ability levels of students

2. institutions to which students transfer or occupation which they enter

3. anticipated student drop-out rate.

III. Glossary.

Definitions of terms used in objectives in the subject area (if appropriate).

IV. Course Contents.

A. Statement of major course objectives.

1. validate in terms of relationship to goals of the college.

B. List of units or areas of instruction.

1. list of unit titles

2. time allotted for each unit

V. Materials of Instruction.

A. Statement of required texts and manuals.

B. Bibliography of library materials.

C. List of audio-visual materials: film slides, tapes, programmed instruction.

VI. Organization of Each Unit of Instruction.

A. Statement of major concepts. (Tie with course on file with Dean)
Goals.

B. List of specific measurable objectives.

1. type of behavior

2. criterion of performance

3. conditions of performance

C. Planned activities.

1. the materials of instruction and assignments to be made

D. Pre-and-post-assessment.

1. level of achievement intended

2. sample of test items.

VII. Instructor's Evaluation.

A. Procedures for revising course.

B. Provision for students who fail to meet level.

Unit I: Media

REQUIRED READING

LB 1778 B81c
1. Brown, James, and James Thornton. College Teaching. New York: McGraw-Hill, 1963. Pp. 115-128.

2. Specimen Junior College Courses of Study (in Curriculum Laboratory).

SUPPLEMENTARY READING

55
1. Bard, Harry. "Teaching at the Junior College Level," Junior College Journal, (April, 1962). Pp. 434-440.

LB 7 c88r
2. Crow, Alice, and Lester D. Crow. Readings in Human Learning. New York: David McKay Co., 1963. Pp. 66-70, 452-489.

2
3. Dressel, Paul L. "The Planning of Instruction," Improving College and University Teaching, XIV No. 2 (Spring, 1966).

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4. Henderson, Algo. "The Design of Superior Courses," Improving College and University Teaching, XIII No. 2 (Spring, 1965), Pp. 106-109.

6
5. Klapper, Paul. "The Professional Preparation of the College Teacher," Journal of General Education, III No. 4 (July, 1949), Pp. 228-244.

6. Meierhenry, W. C. "Implications of Learning Theory for Instructional Technology," Phi Delta Kappan, XLVI (May, 1965). Pp. 435-438.

7. North, Stafford. "An Approach to Instructional Materials Development," American Journal of Pharmaceutical Education, Vol. 30 (Dec., 1966).

LB 1570 c436
8. Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.

Unit II

The Junior College: Functions, Facilities, Students

The junior college is an historically recent phenomenon. Its goals are drawn both from current society and from the needs of individual students. It is a pragmatic, flexible, dynamic institution.

The facilities and services of junior colleges extend far beyond the individual classrooms. The instructor should be aware of the variety of services available to his students and of the many facets of the college which can aid in the process of curriculum. He should also consider the types of students who attend junior colleges for their ages, abilities, and goals vary widely. Understanding of the nature and purpose of the institution is prerequisite to the formulation of courses and programs.

Objectives

I. Goal: The student will understand the functions of junior colleges. He will be able to apply these criteria to junior college practices.

Objective: 1. Given a list of functions performed in junior colleges, he will select the position or division commonly responsible for each function.

I. Objective: 2. Given a list of statements descriptive of community junior colleges, he will note whether the practices described are appropriate or inappropriate to such institutions in terms of their expressed purposes.

75

3. Given a description of a community and of courses in the local college, he will state, in up to 200 words, the apparent inconsistencies and make appropriate recommendations for change.

100

II. Goal: The student will understand the extent of facilities and services available in junior colleges.

Objective: 4. Outside of class he will write a paper of 350-850 words describing the rationale, purposes, and procedures of junior college counseling services. Paper to include reasons for counseling in the junior college, goals of counselors, process by which students meet counselors, counselors' methods for assessing outcomes, evaluation.

100

III. Goal: The student will know the numbers and types of students who enroll in junior college programs.

Objective: 5. Given descriptions of student types (age, sex, high school grades, aspirations), locale of junior colleges, and names of junior college programs, he will note the percent of each type of student he might expect to find in particular programs.

80

6. Outside of class, he will write a paper of 350-700 words descriptive of the students he would expect to find in a course in his field in a local junior college. Paper to include: (1) their reasons for attending; (2) high school grade point average; (3) educational aspirations; (4) likely success in higher education; and, (5) your opinion concerning reasons for students' successes and failures in junior college courses.

100

Unit II: Media

REQUIRED READING

LB 2328 C122c
1. A Consideration of Issues Affecting California Public Junior Colleges. Sacramento: Coordinating Council for Higher Education, 1965.

LB 2329 B62t
2. Blocker, C. E., R. H. Plummer, and R. C. Richardson, Jr. The Two-Year College: A Social Synthesis. New Jersey: Prentice-Hall, Inc., 1965. Chapters 2 and 3. Chapter 8, goals, purposes.

LB 1778 B81c
3. Brown, James, and James Thornton. College Teaching. New York: McCraw-Hill, 1963. Chapter 4.

LB 2329 T39c 1966
4. Thornton, James W. The Community Junior College. (2nd ed.) New York: John Wiley and Sons., 1966. Chapters 3, 4, 9, & 11.

5. Visit to a local junior college.

SUPPLEMENTAL READING

HF 5381 B279e
1. Barry, Ruth, and Beverly Wolf. Epitaph for Vocational Guidance. New York: Teachers College, Columbia University, 1962. Part I.: Myths.

2. Bureau of Junior College General Education, The Junior College Story. California State Department of Education, August, 1966.

3. Catalogues from California Junior Colleges.

4. Cox, James N. Descriptive Case Study of Los Angeles City College, 1966. (unpublished paper.)

LB 2328 M46j
5. Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Co., Inc., 1960. Chapter 1.

6. Murphy, Judith, and Ronald Gross. "The Unfulfilled Promise of ITV," Saturday Review. XLIX 47 (Nov., 1966), p. 88.

7. Peterson, Basil (Study director). Critical Problems and Needs of California Junior Colleges. California Junior College Association, June, 1965.

LB 2343 C766 1964

8. Raines, Max. Guidelines for Research. Conference to Plan Research on Junior College Student Personnel Practices, Chicago: University of Chicago, 1964. Max Raines, Conference Coordinator, Section III A, B,. Section IV, Pp. 29-129.

9. Tyler, Ralph. "The Teaching Obligation," Junior College Journal, XXX 9 (May, 1960), Pp. 525-533.

Unit III

The Junior College Curriculum

The curriculum is the main force within the junior college. It includes a complex of courses, programs, and subject matter, but all to the end that the students move toward the cognitive and affective goals of the college.

Objectives

I. Goal: The student will understand the process of curricular development, change, and purpose.

Objective: 1. Given a list of influences on curriculum, he will note the source of each.
80

2. He will order influences on curriculum according to his idealized determination of validity stating for each, in 20 words or less, the reason for his selection.
100

3. Given a list of courses, he will note the disciplinary range in which each is commonly placed (Science, Social Science, Humanities, Communications, and Industrial Technology).
90

4. Given a list of course goals he will note the programs in which each is commonly placed (transfer, guidance, terminal-occupational, general education, and community service).
90

5. Given a list of academic subjects he will place the introduction of each into college curricula either chronologically or genealogically.
80

I. Objective: 6. Given a list of junior college goals, he will select the historical antecedents of their being included in college functions.
70

II. Goal: The student will be able to validate course goals.

Objective: 7. Outside of class he will write a paper of 150-500 words validating the goals of a course in his field in light of the purposes of junior colleges and of the students who attend them.
100

III. Goal: The student will understand and be able to apply the term "General Education" to courses and programs.

Objective: 8. Given a list of programs, courses, and course goals, he will note whether or not they fall within the usual meaning of "General Education."
90

Unit III: Media

REQUIRED READING

I. General Junior College Curriculum

LB 2329 B62t

1. Blocker, C. E., R. H. Plummer, and R. C. Richardson, Jr. The Two-Year College: A Social Synthesis. New Jersey: Prentice-Hall, Inc., 1965. Chap. 8.

LB 1778 B81c

2. Brown, James, and James Thornton. College Teaching. New York: McGraw-Hill, 1963. Chapter IV.

3. Rosenblum, Paul C. (ed.). Modern Viewpoints in the Curriculum. New York: McGraw-Hill, 1964. See chapters pertaining to your subject area.

LB 2329 T39c

4. Thornton, James W., Jr. The Community Junior College. New York: Wiley and Sons, 1960. Part III.

38

5. Umstattd, J. G. College Teaching. Washington, D. C.: University Press, 1964. Chapter II.

6. Werdell, Philip. "A Student's Aim in Education," Dialogue on Education, Richard Kean, et al, (eds.). Kansas City: The Bobbs-Merrill Company, Inc., 1967.

SUPPLEMENTAL READING

1. Clark, Burton. The Open-Door College. New York: McGraw-Hill, 1960. Chapters II and III.

2. Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill, 1960. Chapters III, IV, and V.

BD 431 P525t

3. Phenix, Philip H. Realms of Meaning. New York: McGraw-Hill Co., 1964.

II. Humanities and Communications

P 1C5 B56i
1. Black, Max (ed.). The Importance of Language. New Jersey: Prentice-Hall Inc., 1962.

2. Bossone, Richard M. Remedial English Instruction in California Public Junior Colleges. Sacramento: State Department of Education. September, 1966.

3. Carroll, John B. "Research on Teaching Foreign Languages," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963.

LC 1011 F53h
4. Fisher, James Adair. Humanities in General Education. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1960.

5. Hausman, Jerome, "Research on Teaching the Visual Arts," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963. Pp. 1101-1117.

6. Meckel, Henry. "Research on Teaching Composition and Literature," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963. Pp. 966-1006.

7. Rapp, Marvin A. "Liberal Arts and General Education," Junior College Journal, 36 (May, 1966).

8. Reyes, Paul. "Otero Experiments with English Composition," Junior College Journal, 38 (September, 1967), Pp. 34-36.

LB 2365 E555
9. Shoemaker, Francis and Louis Forsdale. Communication in General Education. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1960.

III. Science

LB 2365 S4H2

1. Haun, Robert Ray. Science in General Education. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1960.

2. Watson, F. G. "Research on Teaching Science," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963. Pp. 1031-1059.

IV. Social Science

LB 2365 S6m4

1. Mayhew, Lewis B. Social Science in General Education. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1960.

2. Metcalf, Laurence E. "Research on Teaching the Social Studies," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963. Pp. 929-964.

3. Shermis, S. Samuel. "Six Myths Which Delude History Teachers," Phi Delta Kappan, XLIX No. 1 (September, 1967). Pp. 9-12.

4. Wesley, Edgar Bruce. "Let's Abolish History Courses," Phi Delta Kappan, XLIX No. 1 (September, 1967). Pp. 3-8.

V. Vocational-Technical Education

71

1. Johnson, B. Lamar, "Guidelines and Trends in Post-Secondary Vocational Technical Education," Phi Delta Kappan, XLVI No. 8 (April, 1965). Pp. 376-380.

VI. Education for the Disadvantaged

1. Richardson, R. C., and Paul A. Elsner, "General Education for the Disadvantaged," Junior College Journal, 36 (Dec.,-Jan., 1965-1966).

Unit IV

Learning

The instructor should understand basic principles of learning theories as applied to classroom instruction. He should also understand elements which contribute to learning. Failure to consider these matters leads to improper course goals and inapprropriate performance expectations.

Objectives

I. **Goal:** The student will understand the term "learning."

Objective: 1. Given ten multiple-choice items concerning definitions of "learning," he will answer seven correctly. Sample item: For the instructor, learning is most usefully characterized as a change in students:

a. response
b. capability
c. disposition
d. any of these

70

II. **Goal:** The student will understand the principles of cognitive, stimulus-response theories as applied to learning situations.

Objective: 2. Given a list of terms, the student will note for each whether it derives from cognitive, stimulus-response theory.

80

3. Given a description of a classroom situation he will identify the element described as being associated with cognitive, stimulus-response theory.

60

III. Goal: The student will understand the basic principles of reinforcement.

Objective: 4. Given descriptions of learning situations, he will discriminate among those which do and those which do not afford feedback. 70

5. Given descriptions of learning situations, he will discriminate between immediate and less immediate reinforcement. 80

Unit IV: Media

REQUIRED READING

LB 1059 C84p — 1. Craig, Robert C. The Psychology of Learning in the Classroom. New York: MacMillan & Co., 1966. S-R and Cognitive; theory and practice.

LB 1051 G122c — 2. Gagnè, R. M. The Conditions of Learning. New York: Holt, Rinehart & Winston, Inc., 1965. Important for Objective #1.

LB 1051 K281 — 3. Keller, Fred. Learning: Reinforcement Theory. Garden City, New York: Doubleday, 1954. Succinct definitions.

LB 1055 S98W — 4. Symonds, Percival M. What Education Has to Learn from Psychology. New York: Columbia University Press, 1960.

SUPPLEMENTAL READING

BF 38 A44b — 1. Allport, Gordon. Becoming: Basic Considerations for a Psychology of Personality. New Haven: Yale University Press, 1955. First 1/4 of book.

2. Bruner, Jerome S. Toward a Theory of Instruction. Cambridge: Harvard University Press, 1966.

LB 2331 c33t — 3. Cooper, Russell M. (ed.). The Two Ends of the Log. Minneapolis: University of Minnesota Press, 1958.

LB5 N21 Ser. 2 V. 55 pt. 1 — 4. Henry, N. B. (ed.). The Public Junior College. National Society for the Study of Education, Fifty-fifth Yearbook, Part I. Chicago: University of Chicago Press, 1956. Chapters III and X.

5. Hilgard, E. R. Theories of Learning. (2nd ed.). New York: Appleton-Century-Crofts, Inc., 1956. Chapters I and XVI.

BF 77 H71a
6. Holland, J. G., and B. F. Skinner. The Analysis of Behavior. New York: McGraw-Hill, 1961. In-depth programed analysis of stimulus-response theory and application.

7. Milton, Olmer. "On Conceptualizing Instruction." The Antioch Review. Pp. 307-317.

LB 1051 T661
8. Townsend, E. A., and P. S. Burke. Learning for Teachers. New York: Macmillan, 1962. Chapter 7.

9. Weber, C. A. "Do Teachers Understand Learning Theory," Phi Delta Kappan, XLVI 9 (May, 1965). Pp. 433-435.

Unit V

Goals and Objectives

Objectives are the basic building blocks of the course, for through their use the instructor communicates specific expectations to his students. In this manner, direction is afforded and learning is facilitated.

Objectives

I. Goal: The student will be able to write goals which are appropriate for various chronological positions in the curriculum.

Objective: 1. Given a list of goals, he will note whether they are best placed at the beginning of a course, the end of a unit, the end of a course, or the end of a curriculum.

80

Objective: 2. Outside of class, he will write a set of goals (general objectives) for a course in his field. Sequence will include:

a. one long range goal
b. one to three end of course goals
c. two to five unit goals

100

II. Goal: The student will be able to write specific, measurable objectives.

Objective: 3. He will list and define in ten words or less the three criteria for specific objectives.

100

II. Objective: 4. Given a list of objectives, he will distinguish between those which do and those which do not meet the criteria for specific objectives.

80

5. Given a list of objectives, he will note the reasons they fail to meet the criteria for specific objectives.

80

6. Given a general objective, he will restate it as an objective or objectives which meet the criteria for specific objectives.

100

7. Outside of class he will write one to three specific objectives which stem from each of the goals in his set (see #2 above).

100

Unit V: Media

REQUIRED READING

LB 1051 G122c
1. Gagnè, R. M. The Conditions of Learning. New York: Holt, Rinehart & Winston, Inc., 1965. Important for Objective #1.

LB 41 L645d
2. Lindvall, C. M. (ed.). Defining Educational Objectives. University of Pittsburg Press, 1964. Overview of the Taxonomies and the desirability of specifying objectives.

LB 1029 A85M27
3. Mager, Robert. Preparing Instructional Objectives. Palo Alto: Fearon Press, 1962. Short branching program.

SUPPLEMENTAL READING

LB 1051 G46t
1. Glaser, Robert. (ed.). Training Research and Education. New York: John Wiley, 1962. Chapters 2, 3, & 4.

2. Milton, Ohmer. "On Conceptualizing Instruction," The Antioch Review. Pp. 307-317.

L 11 P 53 v. 47
3. Neale, D. C. "A Matter of Shaping," Phi Delta Kappan, XLVII No. 7 (March, 1966). Pp. 375-378.

LB 1761 P812t
4. Popham, W. James. The Teacher Empiricist. Los Angeles: Aegus Press, 1965. Local effort.

5. Smith, Robert G. The Development of Training Objectives. Washington, D. C.: George Washington University Human Resources Research Office, 1964. Objectives in military programs.

6. U.C.L.A. School of Education Programmed Film Strips.

Unit VI

Classifying Objectives

For the sake of clarification and communication within the whole field of education, the Taxonomies were developed. The terms and concepts embodied in the Taxonomies have been widely adopted.

Objectives

I. Goal: The student will be able to apply taxonomic classifications to educational objectives.

Objective: 1. Given a list of objectives he will note whether the behavior patterns specified are primarily cognitive, affective, or psychomotor.

90

2. Given a list of definitions, he will note whether they are descriptive of the cognitive or affective domain.

90

3. Given a list of objectives, he will note the classification in the cognitive or affective domain to which each belongs.

50

4. Outside of class, he will write a specific objective at each classification of the cognitive and affective domains. (total: eleven (11) objectives)

70

II. Goal: The student will be able to organize objectives in a logical order.

Objective: 5. Given a list of objectives, he will select the one which is prerequisite to other objectives in the course or is terminal to a course.

80

6. Given a terminal objective and prerequisite objectives, he will arrange the prerequisite objectives in order of complexity according to the Taxonomy.

60

Unit VI: Media

REQUIRED READING

LB 17 B62t v. 1

1. Bloom, Benjamin. Taxonomy of Educational Objectives: The Cognitive Domain. New York: David McKay, 1956.

LB 17 B62t v. 2

2. Krathwohl, David. Taxonomy of Educational Objectives: The Affective Domain. New York: David McKay, 1964.

SUPPLEMENTAL READING

1. Bloom, Benjamin. "Testing Cognitive Ability and Achievement," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963.

2. Hilgard, E. R. Theories of Learning. (2nd ed.). New York: Appleton-Century-Crofts, Inc., 1956. Chapter I and XVI.

Unit VII

Tests and Assessments

Assessment of learning serves several purposes, but primarily it determines the effect of the curriculum on each student. The ability to construct valid testing devices is prerequisite to all assessment procedures.

Objectives

I. Goal: The student will know the vocabulary of testing.

Objective: 1. Given a list of words used in testing (stem, item, etc.) he will match them with given definitions.

80

II. Goal: The student will understand the uses of pre-assessments and different types of tests.

Objective: 2. Given a list of statements descriptive of essay and quick-score tests, he will note the test type to which each applies.

70

3. He will list four specific uses of pre-assessment.

75

III. Goal: The student will understand principles of item analysis.

Objective: 4. Given a set of data derived from analyses of test items, he will select appropriate descriptions of each item.

80

IV. Goal: The student will be able to write test items which meet the standards of clarity and direction for such items.

Objective: 5. Given an essay of 500 words, he will write a test item which would lead a testee to write that essay.

100

6. Given an essay of 500 words, he will write a set of quick-score test items which would measure an amount of understanding comparable to that revealed in the essay. Items will be appropriately constructed, sufficient in number, and significantly related to the essay.

66

7. Outside of class, he will write a set of test items or specify other appropriate means sufficient to assess behaviors indicated in his objectives (see Unit V, #7).

100

V. Goal: The student will understand the relationships among goals, objectives, and assessment procedures.

Objective: 8. Given objectives and corresponding test items, he will distinguish the more valid items.

80

9. Given goals, he will select the objectives which most appropriately apply.

80

Unit VII: Media

REQUIRED READING

LB 3051 E145m

1. Ebel, Robert L. Measuring Educational Achievement. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

2. Examinations Service Bulletin. Bureau of Institutional Research, University of Minnesota, 1955-1961. Numbers 1-12.

3. Wood, Dorothy. Test Construction. Columbus, Ohio: C. E. Merrill Books, 1960. (All).

SUPPLEMENTAL READING

1. California State Department of Education. A Bibliography of Selected Publications Related to Junior College Education. October 25, 1965. (annotated) Part II, Grading Practices and Assignment of Marks in College.

2. Dressel, Paul. Evaluation in Higher Education. Boston: Houghton Mifflin Co., 1961. See Chapters which relate to your subject area.

LB 3C51 L645t

3. Lindvall, C. H. Testing and Education, An Introduction. New York: Harcourt, Brace and World, 1961. Chapters V and VI.

4. Tyler, Ralph. Basic Principles of Curriculum and Instruction. Chicago: 1963.

LB 3051 W43c

5. Weitzman, Ellis, and Walter J. McNamara. Constructing Classroom Examinations. Chicago: Science Research Association, 1959. First nine chapters.

Unit VIII

Instructional Designs and Media

All materials and methods are mediational influences on learning and should be introduced in sequences most likely to enhance learning. Any controllable influence intervening between the instructor's communication of objectives and his assessment of their attainment may be considered a medium of instruction. The selection of appropriate media from all that are available is an important task.

Objectives

I. Goal: The student will be able to select appropriate instructional media.

Objective: 1. Given a list of media, he will note the most useful and appropriate applications of each.

80

2. Given a list of objectives, he will select media to use in a sequence most likely to lead students to fulfillment of the objectives.

80

3. Given a paragraph descriptive of a situation in which students failed to meet criteria of objectives, he will select alternate media which will be more likely to aid learning.

75

I. Objective: 4. Given:
a. description of a student population--
pre-test scores,
b. a list of objectives, and
c. a list of media (resources) available,
the student will select the objective
most likely to be met.

60

II. Goal: The student will be able to apply criteria for selection of media to texts and programs.

Objective: 5. Outside of class, he will write a paper of 250-750 words in which he compares two texts in use in his field in local junior colleges. Comparison to include:
a. price
b. author's biases
c. quality of manufacture
d. potential uses
e. readability
f. evaluation and recommendation

100

III. Goal: The student will design an auto-instructional program.

Objective: 6. The student will define the concepts, designs, and uses of auto-instructional programs.

80

7. Outside of class, he will write a paper of 350-850 words in which he designs an auto-instructional program or device for use in his subject area. Paper to include:
a. concept to be learned
b. instructional specifications
c. design and sample of each type of frame
d. method of assessing student achievement
e. program validation procedure.

80

IV. Goal: The student will understand the facilities and services available in the junior college library.

Objective: 8. Outside of class, he will write a paper of 250-750 words describing the nature and extent of an existing junior college library collection in his subject area. Include recommendations for improvement (if deemed necessary).

100

Unit VIII: Media

REQUIRED READING

I. General

LB 1778 B81c

1. Brown, James, and James Thornton. College Teaching. New York: McGraw-Hill Book Co., 1963. Chapters 6 and 7.

2. McKeachie, W. J. "Research on Teaching at the College and University Level," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963.

SUPPLEMENTARY READING

46

1. Gayles, Anne R. "Lecture Vs. Discussion," Improving College and University Teaching, XIV 2 (Spring, 1966). Pp. 95-99.

LB 1051 G46t

2. Glaser, R. (ed.). Training Research in Education. John Wiley and Sons, 1962. "A Study of the Relationship of Psychological Research to Educational Practice," Chapter 17.

3. Johnson, B. Lamar. (ed.). New Directions for Instruction in the Junior College. Occasional Report No. 7. Los Angeles: Junior College Leadership Program, School of Education, University of California, March, 1965.

LB 1738 M25t 1960

4. McKeachie, W. J. Tips on Teaching. Michigan: G. Wahr Publishing Co., 1956.

LB 1055 598w

5. Symonds, Percival. What Education Has to Learn from Psychology. New York: Columbia University Press, 1960.

II. Automated Devices

REQUIRED READING

LB 2331 B81n

1. Brown, James, and James Thornton. New Media in Higher Education. Washington, D. C.: AHE, 1963.

2. Lindvall, C. M., and John O. Bolvin. Programmed Instruction in the Schools. University of Pittsburg - Learning R & D Center Reprint 16, 1967.

LB 1029 A85M34 v. 1

3. Markle, Susan. A Programed Primer on Programing. New York: 1961. Very short; good introduction to the field.

SUPPLEMENTAL READING

1. Bunty, Robert F. "Computer - Assisted Instruction: Now and For the Future," Audiovisual Instruction XII 4 (April, 1967). Pp. 344-348.

2. Coulson, I. E. "Automation, Electronic Computers and Education," Phi Delta Kappan, XLVII 7 Pp. 340-344.

3. Culkin, S. J., and John M. "A Schoolman's Guide to Marshall McLuhan," Saturday Review, (March 18, 1967). Pp. 51-72.

LB 1029 A85D48

4. Deterline, William. An Introduction to Programmed Instruction. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962. Introduction.

5. Goodman, Paul. Compulsory Mis-Education. New York: Horizons Press, 1964. Chapter 6 - "Programed." Generalized criticism of programing as an instructional form. (Also, "Grading," Pp. 155-159).

6. Lumsdaine, A. A. "Instruments in Media of Instruction," Handbook of Research on Teaching, N. L. Gage, (ed.). The American Educational Research Association Chicago: Rand McNally & Company, 1963.

7. Neale, Daniel C. "A Matter of Shaping," Phi Delta Kappan, XLVII 7 (March, 1966). Pp. 375-378.

8. Phi Delta Kappan. XLIV 6 (March, 1963). Special on Programmed Instruction.

9. Richmond, W. K. Teachers and Machines. London: Collins, 1965. Introduction and Chapter 4, "An Introduction to the Writing of Linear and Branching Programmes." Also see Chapter 8 for a "Specimen Program in Literary Criticism."

10. Ryans, David G. The Application of Programmed Instruction and Auto-Instructional Devices in Colleges and Their Relation to a Theory of Instruction. (SP-1084/000/01) Santa Monica: System Development Corporation. (February, 1963).

Unit IX

The Assessment of Curriculum and Instruction

The entire curriculum must be assessed periodically in light of changing populations and community needs or it is in danger of losing relevance. Similarly, each course within the curriculum needs regular inspection to insure that it continues to be appropriate. The assessment of curriculum, courses, and instructional achievement is a necessary, continuing process.

Objectives

I. Goal: The student will be able to report pupil gain toward specific objectives.

Objective: 1. Given objectives and a set of reporting forms, he will select the appropriate form to use and report gain accurately.
100

II. Goal: The student will design appropriate procedures for assessing effects of junior college courses.

Objective: 2. Given examples of instructional rating devices, he will list in 25 words or less their potential uses and their shortcomings.
85

3. Outside of class, he will write a paper of 250-750 words in which he prepares specific guidelines for the assessment of courses. Paper to include rationale and specific, feasible procedures for evaluation.
100

II. Objective: 4. Outside of class he will write a paper of 50-300 words in which he takes and defends a position accepting or rejecting the use of specific objectives in his own teaching activities.

100

Unit IX: Media

REQUIRED READING

16 1. Austin, Alexander. "Current Practices in the Evaluation and Training of College Teachers," The Educational Record. 47 No. 3 (Summer, 1966). Pp. 361-375.

2. Gustad, John W. "Evaluation of Teaching Performance," Improving College Teaching: Aids and Impediments. Washington, D. C.: American Council on Education, 1966. Pp. 122-138.

3. Tyler, Ralph, Robert Gagne, and Michael Scriven. Perspectives of Curriculum Evaluation. American Educational Research Association Monograph Series on Curriculum Evaluation, No. 1. Chicago: Rand McNally & Company, 1967. Chapters 2 (Tyler) and 3 (Gagne).

SUPPLEMENTAL READING

1. Cronbach, Lee J. "Course Improvement through Evaluation," Teachers College Record. (May, 1963). Pp. 672-683.

43 2. Lansren, Thomas D. F. "Student Assessment of Teaching Effectiveness," Improving College and University Teaching. XIV 1 (Winter, 1966). Pp. 22-25.

3. Mayhew, Lewis B. "A Tissue Committee for Teachers," Improving College and University Teaching. XV 1 (Winter, 1967). Pp. 5-10.

4. Morsh, Joseph E. Student Achievement as a Measure of Instructor Effectiveness. Lackland Air Force Base, Texas, June, 1955.

5. Simpson, Ray H., and Jerome M. Seidman. Student Evaluation of Teaching and Learning. Washington, D. C.: American Association of Colleges for Teacher Education, 1962. Contains several hundred illustrative items for use on instructor evaluation instruments.

6. Umstattd, J. G. College Teaching. Washington: The University Press, 1964. Pp. 249 ff.

LB
1738
U53c

Instructions for Using

Student Gain Report Forms

Form A - Class Mean

Form A is used to report change in class performance on examinations. Examination items should measure gain toward specific unit objectives. Although the learning specified in more than one objective may be tested on a single examination, each objective and the exam items relating to it should be reported separately as though that objective alone had been tested. Mean scores are derived by adding correct responses for the group taking the test and dividing the total by the number of students in the group.

Form B - Task Performance

Form B is used to report the number of students who have gained ability to perform a certain task. For example, one of your objectives states that students must be able to write a paragraph which meets certain specifications. The change in number of students able to write the paragraph before and after your instructional unit is reported on this form.

Form C - Student Activity

Form C is used to report the number of students engaging in activities not measurable by examination performance. For example, one of your objectives may require students to participate in class discussion in a particular manner. Another may demand that they register for the next course in your subject area. A third objective specifies that they engage voluntarily in certain out-of-class activities. Form C is used to report student changes toward these types of objectives.

Name _ _ _ _ _ _ _

Course _ _ _ _ _ _ _

Student Gain Report Form A

Class Mean

Objective: _____

_____

_____

_____

1. Pretest of _____ items.
2. Number of students taking pretest: _____.
3. Class mean score on pretest: _____
4. Post-test of _____ items
5. Number of students taking post-test: _____
6. Class mean score on post-tests: _____

Representative Test Item:

Comments:

Name _ _ _ _ _ _ _ _

Course _ _ _ _ _ _ _ _

Student Gain Report Form B

Task Performance

Objective: _____

_____

_____

_____

1. Number of students achieving objective at pre-assessment: _____
   of _____ total in group.
2. Number of students achieving objective at post-assessment: _____
   of _____ total in group.

Representative assessment item:

Comments:

Name _ _ _ _ _ _ _

Course _ _ _ _ _ _ _

Student Gain Report Form C

Student Activity

Objective: _____

_____

_____

_____

1. Number of students engaging in activity at pre-assessment: ____
   of _____ in total group.
2. Number of students engaging in activity at post-assessment: ____
   of _____ in total group.

Comments:

Name _ _ _ _ _ _ _ _ _ _ _ _ _ _

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Unit VII

Instructional Designs and Media

CRITERION CHECK SHEET

Goal	Objective	Item Nos.	Level of Criterion	Achieved Yes	Achieved No
I	1	1 - 20	18		
I	2	21 - 25	4		
I	4	26 - 30	3		
III	6	31 - 38	5		
III	7	39 - 43	4		
I	3	44 - 55	4		